**Title** : Will we have enough water?

**Instructions** : Use this rubric to self-assess your persuasive writing as you work on it. If your assessment matches the teacher's assessment you will earn full credit.

| **4** | **3** | **2** | **1** | **My Score** |
| --- | --- | --- | --- | --- |
| Purpose | | | | |
| My writing has a clear purpose that asks my audience to take a specific action on an important issue. All the parts of my writing enhance the purpose. | My writing has a purpose that asks my audience to take action on an important issue. All the parts of my writing relate to the purpose | The purpose of my writing is unclear or unimportant, and some parts of my writing are related only superficially to the purpose. | My writing has no clear purpose. |  |
| Scope | | | | |
| My topic is narrow enough to be thoroughly covered. The topic is narrow enough to be covered. | The topic is narrow enough to be covered. | The topic is clear but too broad to be covered adequately. | My topic is unclear. |  |
| Audience | | | | |
| I anticipate and thoroughly address my readers’ questions and concerns. I address counterarguments and explain why my position is more practical, logical, or ethical. | I anticipate and address my readers’ questions and concerns. I explain why opposing arguments are incorrect or less valid. | I try to anticipate and address some of my readers’ concerns. I try to address opposing arguments. | I do not anticipate my readers’ concerns, and I do not address opposing arguments. |  |
| Evidence | | | | |
| I support my arguments with information from a variety of credible sources, and I cite my sources correctly. | I support my arguments with information from credible sources, and I make only minor errors in citations. | I support some of my arguments with information that sometimes comes from questionable sources, and I make some errors in citations. | I do not support my arguments or I support my arguments with information from unreliable sources, and I make numerous errors in citations. |  |
| Conclusions | | | | |
| I synthesize information from reliable sources with my own experiences and ideas to draw meaningful conclusions about the topic. | I synthesize information from sources with my own ideas to draw conclusions about the topic. | I try to synthesize information from sources with my own ideas, but the conclusions I draw are not logical. | My writing consists almost entirely of paraphrased information from other sources with little attempt to draw my own conclusions. |  |
| Rhetorical Devices | | | | |
| I use appropriate rhetorical devices, such as appeals to reason, character, or emotion, to effectively persuade my readers of the validity and strength of my argument. | I use rhetorical devices to persuade my readers. | I try to use rhetorical devices to persuade my readers. | I do not use rhetorical devices. |  |
| Introduction | | | | |
| My introduction states my claim or point of view. I engage readers by making them curious and convincing them of the importance of the issue. | My introduction states my claim or point of view. I engage readers, and illustrate the importance of the issue. | My introduction states my claim and attempts to explain why the issue is important. | My introduction does not state my claim or explain why the issue is important. |  |
| Organization | | | | |
| I make my argument by presenting evidence in an order that leads to the conclusion that my claim is correct. | I make my argument by presenting evidence in an order that leads to a conclusion that supports my claim. | I attempt to present evidence in a logical order, but it does not lead to a conclusion that supports my claim. | I do not present evidence in an order that helps to persuade people to agree with my claim. |  |
| Transitions | | | | |
| I use a variety of words, phrases, and structures to connect ideas so they flow in a logical order and build on each other naturally. | I use transitions to connect ideas so they flow together. | I attempt to connect ideas with transitions. | Ideas are not connected with transitions. |  |
| Pace | | | | |
| My writing flows at a pace appropriate for the audience and the topic, elaborating when appropriate. | The pace of my writing is appropriate. | Some parts of my writing may be too detailed or too vague. | My writing is too detailed or too vague. |  |
| Rhythm | | | | |
| My writing has rhythm and sounds effortless when read aloud. My writing has rhythm. | My writing has rhythm. | My writing sometimes sounds choppy and awkward. | My writing is choppy and does not have any rhythm. |  |
| Paragraphs | | | | |
| My paragraphs provide structure and enhance meaning for the reader. | My paragraphs facilitate understanding. | My paragraphs sometimes detract from the meaning of the writing. | My paragraphs are ineffective and detract from the meaning of the writing. |  |
| Conclusion | | | | |
| My conclusion emphasizes my claim and the desired action in a memorable way and urges readers to take some kind of action. | My conclusion emphasizes my claim in a memorable way. | My conclusion attempts to emphasize my claim. | My conclusion does not emphasize my claim. |  |
| Voice | | | | |
| I convey a sense of sincere commitment to the point of view I am promoting and explain why readers should take my ideas seriously. | I convey sincerity and credibility. | I attempt to sound sincere and credible, but sometimes I give the impression that I do not really care about the topic. | I do not seem to care very much about the topic of my writing. |  |
| Tone | | | | |
| I use a generous, respectful, diplomatic tone for my readers and for opposing points of view. | I convey respect for my readers. | I try to convey respect for my readers. | I do not show any respect for my readers or for opposing points of view. |  |
| Sentences | | | | |
| My sentences are varied in length and structure to enhance meaning, and my sentence beginnings are varied and interesting. I use sentence fragments appropriately to enhance interest and meaning. | My sentences are varied in length and structure, and my sentence beginnings are often varied. | Some of my sentences are varied in length and structure. | Most of my sentences are not varied in structure and length, and my sentence beginnings are repetitive and predictable. |  |
| Language | | | | |
| I use accurate, powerful, and interesting words and phrases to create memorable pictures in the readers’ minds. I use technical terms sparingly, and, if they are necessary, I define them in easy-to-understand language. | I use accurate, interesting words to engage readers, and I define important technical terms. | My language is sometimes vague, general, and not descriptive, and I do not define all the important technical terms. | My language is general and predictable, and I do not define technical terms. |  |
| Creativity | | | | |
| I successfully manipulate language and information to surprise and delight my audience with fresh insights and ideas. I manipulate language and information to surprise my audience with new ideas. | I manipulate language and information to surprise my audience with new ideas. | I try to surprise my audience with new ideas, but sometimes my efforts are distracting. | My writing is predictable and ordinary. |  |
| Conventions | | | | |
| My grammar and mechanics are correct, and I use Standard English throughout the writing. | My grammar and mechanics are correct, and my writing includes no errors that detract from meaning. | I make occasional errors in grammar and mechanics that detract from meaning. | I make so many errors in grammar and mechanics that my writing is difficult to read. |  |
| Total | | | | |